## Further Reading

BEYONO GEOGRAPHY
BRAZIL: War Against Children
BRIOGES OF RESPECT: Creating support for Gay and Lesblan
Youth
CENTURIES OF CHILDHODD
CHANGING CHILDHODO

CHILDREN AND FEMINISM

CHILOREM IN SOCIETY: A Libertanian Critique
CHILOREM'S RIGHTS HANDBOOK
CITY LIMES Poems by Loaden School Students
CLASSROOMS OF RESISTANCE
FOR YOUR OWN GOOD: Hidden Roots of Cruelty in Childreaning
FRIEDOM IN EOUCATION: A Oo-It yourself guide to the liberation
of Icarning
GIRLS ARE POWERFUL
GROWING UP OEAO
IRIGOBERTA MENCHU An Indian Woman in Guatemala
MODEL CHILDHOOD
NIGHTYISIONS: Illuminating Class and War

REAL LIVES: Eleven Teenogers Who Oon't Go to School RESISTANCE AND RENEWAL SAYAGE INEQUALITIES: Children in America's Schools

SDIMETHING TO TELL YOU

SUMMERHILL
TEEMAGE LIBERATION HANOBOOK; How to Quit School and Get a
Real Life
TESTIMONIES
THE CHILDREN OF SOWETO

THE HORNY TEENAGER'S GUIDE TO SEX THE HUMAN CYCLE THE LITTLE PRINCE

THE HEXT GENERATION Lives of Third World Children

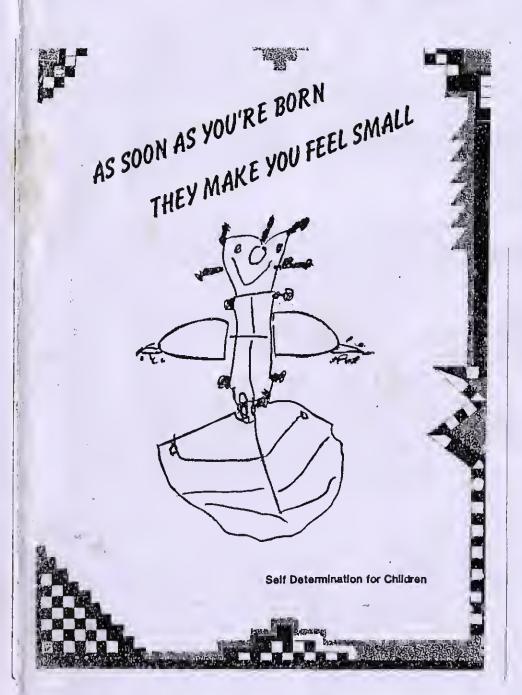
THE POLITICS OF CHILOHOOO
THE WHITE LION EXPERIENCE
THOU SHALT NOT BE AVARE: Society's Betrayal of the Child
TRUE TO LIFE: WRITINGS BY YOUNG WOMEN
WHEN A CHILD KILLS

YOUNG, GAY AND PROUD!

Frederick Turner, Viking Monthly Review Press American Friends Service Committee Philippe Ariès , Vintage Mertin Hoyle ed, Writers & Reeders MecKey, Negler & Wellece Leeblen and Feminiet Mothers' Political Action **Group** Freedom Press Youth Liberation Press lies English Centre Chris Seerie ed. Allco Miller Liberterien Education, ed Libertaries Education (UK) Sueen Hemmings ed. Shebe Brende Rabkin , Abingdon R. Menohu , Verso Christe Wolf Vagebond Prese

Liberterien Education, ed . Liberterian Education (UK) Alyson Publishers lies Engileh Centre Grace Llewellyn editor . Lowry House Cella Heig Brown , Pulp Jonethon Kozal . Crown Publishere London Leablen and Gay Teenege Group A.S. NellL Grece Liewellyn editor . Lowry House Sarah Holmes ed, Atyeon Mbulelo Mzemene Longmen P. Bregg Inc. Colin Turnbull . Peledin Antoine de Saint-Exupéry Peladin Judith Ennew & Brian Milne . New Society Publishers Martin Hoyle Nigel Wright, Libed Alice Miller . Piuto Susen Hemmings ed. Shebs Paul Monas , POB 5701 Santa Monles , CA , 90405 Alyson Publishers

For a more complete bibliography or contact list, write to Syndical des Elèves at the address at the beginning of this pumphlet.



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## Cover drawing by Irene; the author in the bath

This pamphlet was originally written and produced in London, England in 1986. Some of the factual information is therefore out of date. It is part of an on-going preoccupation with children's oppression, starting from my own experience. I am interested in receiving writings by and about children and young people. As well, any feedback on the pamphlet is always welcome.

I would like to acknowledge the following who helped with the production: Margaret, Kate, Diene, Sarah, Rachel and Sue. Also, many thanks to Karl who has made this reprinting possible.

Wendy Ayotle

ENGLANO: Wendy Ayotte, c/o Childran's Legal Centre 2D Compton Terrace London N1 England CANADA: SOE, 2035 Boul, St-Laurant Montreal, Quebec, Canada H2X 2T3

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## School Students Charter

ropy active Surropeats exceptly, yet tading it is still of over authoris. It is not an effective deservant is

School uniform does not aren, up that

## LESBLAN AND GAY YOUTH MOVEMENT IS AN

organisation of lesbisos and gays under 26. We have no lower age limit. We are a network of young lesbians and gays throughout England and Vales and Scotland, Wa run a penfriend scheme, a phoneline, and an information service on law, health, housing, benefits. We organisa a yearly Festival, a Summer Camp, and some ome-off eventa-Wa encourage new salf-run lesbian & may youth groups. We produce this magazine & other propagends, and we further our aims by direct action-Wa aupport the struggles of lasbians and gays. children and youth, women, Black people, pedoffles, transmannis, the working class, the unwaged, people under occupation by a foreign power, and every sort of seauel deviant!



And those children that you spit on As they try to change their world Are immune to your consultation They're quite aware of what they're going through

David Bowie

WHO IS A CHILD? The word child usually means

someone who has not yet reached puberty, ln this pamphlet i'm using it to mean eny one who is under 18 years of age and is therefore, legally considered to be a 'minor'. I wee other words such as teenager, adolescent, young child, infant, haby and young person, both to refer to more specific age groupings and to add variety. Clearly there are eignificant differences between, for example, the experience of a young child and that of a teenager, which cannot all he explored in the epace available. Age distinctions are also of great importance to children; the older you get the closer you are to being an adult, no longer 'just a child'. However, there are common experiences, problems and restrictions for all people under 18 years of age, which override the differences, since, in our culture, it is the division between adults and children which is at the heart of a society

deeply divided by age.

is that you just can't 50 and do what you want to do, like joining some aspedition. You siveys have to be ever 15, it doesn't seem fair. And there ees some jobs you don't need to learn total of things for,

As soon as you're born They make you feel small ! John Lennon

me they've been personing.



In the course of this life I have had a gree many encounters with a great many people who have been concerned with matters of consequence. I have lived a great deal among grown-ups. I have seen them intimately, close at hand. And that hasn't much improved my opinion of them.

A de Saint-Exupére

## \* IS ITALWAYS LIKETHIS?

There are and have bean places in the world where children are not hit or threatened, where children are welcomed as new members of the community, where they have a place, not separate from, but integral to that community and where differences of size, experience and ability are not grounds for belag powerless or unimportant.

Such places are not to be found in westers industrial society but exlet is the aver shrinking margins of what is called civilleation. Thay are the homes of people who we call 'primitives' and their way of life is under threat. The people of the Amazonlan rain forests are one such axampla. Those of you who saw the film "The Emerald Rain Forast" will ramembar that these forasts are being dachmated in the interests of local elites and multinationals to make way for 'progress' like massive power



The destruction of their home le being accompaniad by eaforced 'civilization' and all the benefits it briags: disease, alcoholism, povarty, foraign christlan morality. Aloag with thase comes accllmitigation to levels of violence bitherto unknown, let alone imagined, and the idea that wislding powerover-others is natural, human and inevitable. Such violence is internalised as well; selfrepression and denial of the body are the other stigmes of civilisation, inaeparabla from the concepts of sin and guilt.

when a child is 40 days old, there
when a child is 40 days old, there
are more speeches, more promises
are more speeches, and he becomes a
are more speeches, and he becomes a
are more speeches, and he becomes
are more speeches.

R. Menchu

Full member of the community

Guatemalan Indian Woman

a Guatemalan Indian Woman



In the 'macular' west we still behave vary much in accordance with the christian Idaa that childres are 'born in sin' and must be moulded and tamed lato good citizens. If many of us ac loagar call it eln, it goes by other sames like instinct which imply, that without adult discipliae and instruction, children would be 'wild', selfish and anti-social. I began by refering to cultures where childers are not perceived as demons' to be controlled, is order to raise some questions about children's status in this Smociaty.

"Violence is not an instinct. It isn't pressure that comes from within that has to be released. It is a cultural style."

J. Spiegel, Lemburg Centre for the Study of Violence.



## MEDIA ADULTERATION

The media normally distorts children's activities and protests. Youth must be easn as helpless and impressionable; the common assuption is that they have been influenced, even brainwashed by adults. This was seen clearly in last year's students strike and is always suggested when children are involved in militant armed resistance.



Many Guatemalean Indian children who have witnessed the torture and death of family and community members, decide to join the guerillas fighting tha dictatorship. It is the experience of brutality and injustice which has brought about their commitment to combat the violence. Yet western journaliste in this and countless other situations speculate about the psychological affects on children who take up arms. They seem to prefer that children suffer the traums as passive victims rather than respond actively. Again it is the image of the active, selfmotivated child which is threatening

My little sister had opted for the armed struggle; she was 8 when she joined the querrillas.

R. Menchú

## CHILDREN IN CHARGE

For aduits who wish to work with children in order to question and changa the conditions of children's lives, many coatradictions arise. Individual adults cannot diveat thamselves of the social and aconomic power which adulthood confers on them. It cannot be wished away. It is esseatial for them to respect the need for children to organise independently, to make their own decisions.

Because of the lagal and economic disadvantagas which children suffar, adults can be useful in providing support and resources in these arase. Adults must not speak in the place of children. But conflicts ere inevitable. Adults can also work at deconstructing and uncovering their own childhood experiences, as well as challenging the ettitudes and behaviour of other adults. Brasking down the categories of child and adult is a useful etrategy for change.

## My Powered Chair

The lists time that I got my powered chair home, I could not believe it. When I brought the powered chair up the road one of my friends said. This is the first fine that I don't have to wheel you wheelchair up and down the road in ten years. I leli funny when she said that, I am able to bring mysell roahe shop with the powered chair.

We need to envision a whola array of stratagies which will empower childran, which will afford a naw basis for relationships between adults and childran. Equality could incorporate difference rather than the insistence we sall be the same before we can have access to the same rights and considerations. Here are some beginnings:

## ON STRIKE

Trnining Scheme. The response of political landers was predictably patronizing. Nell Kinnock, lender of the Labour Party offered scornful remarks, to the effect that thousands of students were In the nutumn of 1955 in Britain Students organised s etrike to protest ngainst the alawe-like conditions of Youth

they recognise that sexual freedom for children and youth is conditional upon other changes in children a status. In Germany, a group called the Indianer Commune. movements. The post-homb generation must live with the the possibility of no future. The factions Union of School Students being led by the nose, by n hendrol of inbour militants. Children have been active in the anti-nuclear and pence has compaigned against corporal punishment and for student participation in the running of schools. The Leeblan and Gny Youth Movement has developed critiques of adult chauvanism:

As well, there are many small, invisible; bettles which children fight to preserve their integrity and challengs the limitations/restrictions placed obildren's rights. upon their lives.

run by children and adults extends support to runnways and campaigns for a range of





Kinnock rebukes Labrur's executive condenns call for half day stoppage

'dafties' behind striking pupils

Will place your he has fined finducial?
That based this manch you seen rings not will be broad of high.
We say to that which has placing death, or is in our based discerned symmetry as weak, they deap in such accordance of the see week, they deap in such inches some dead. ng the wooden hoz, told us The beam are less gone, the flash one a blood state that drapped for a moment, and now it's begraning to nee white flates. White Flakes

why are so meny of adults and forts dictated towards control and punishment? Why are children so sacluded from public places? Perceived na nuisances and burdens? Why do adults forget so much of the pain and humiliation they sadured as children? Why are all the words escochated with childhood and youth, negative is meaning, exponyme for incomplete, simplemended, selfish and so on? It all the words and the sample of the phrace of the reated see the phrace of the treated see the phrace of the treated see the selfish and so on? child clenrly menns to be ignored, humiliated, patronised, to be seen as less of a person.

'n

WHAT KIDS SAY 15HT IMPORTA SCOLL

The state of the s

Children must learn frestraint?

indigenous people often thought that white parants did not love to value their children because they hat and hent them. In the near namihilation of the Entive culture which followed the 'discovery' of the continent this purepective has been lowit he pur that of the outsider looking in and that of he culture which does not employ coercios and culture, brought up to necept its ways, as natural and proper, it is ways difficult to imaghes ways in which it might or should be different. When white europeans came to North America, the For those who are inside a

efforts were called "aducating the children and died, or committed suicide, or ran any Perhaps the most distressing to the tribes for citizenship. The children were forcity taken to far places where many sickened children from the traditional ways. These places where their pide was cruelly were calculated efforts to furn their broken on inflexible rules and alien F. Turner shandards

on Native Americans

violence towards children.

non western coustries in order to point to ways in which childhood can be/is different and to undermine ideas ebout its Although this pemphlet is nbout childhood is the west, I will be drewing on material from naturningss.

echools; STOPP, the organisation committed to abolishing it, he recorded many instances of serious assaults on pupils by the 'short, sharp, shock' treatment. Corporal punishment is still used in many British confined to borstals practising MSPCC estimates as many as 3 children die weekly within the It has become cliche to remark on the lavel of violence in society, in all areas. During the last year in Britain the modin has focused on the deaths of many greater number, died at the hands of their parents or 'carers' (the others and this is by far the children reaging in age from a few months to their teens. Some were kidnapped, abused and y committed suicide while strangers, while

સ

mounty call on

repressed, adult hen consume vast amounts of child pornography. The profits from this amount to at least 40% of the total for the entire industry. The numbers of children exploited in the production of pornogramy films, videos, pictures - is teenagers' sexuality is ciosely regulated, citem forbidden and While children's and

excluded from wage councils and working minore are not protected by minimum wage legislation, meay employers prefer to hire young people at pay levels on a par with pocket money, rather than salaries. Is it surprising then that more and more young people turn to prostitution? Many of those who have been abused and humiliated at home or 'in care' are to be found surviving this vast, amounting to at least two million + children per year. While those 21 and under are

## Under-21s

excluded

Dying for a job

The cruel facts of child connections between these crimes and the general condition of all children's lives. After all, isn't this a 'child-centred', permissive, society' Aren't western children the best fed and boused, with access to the best educational opportunities and health care? believe that orimes against children are abstrations and asset the 'villains' psychotic By marginalizing the evil ones, adults protect themselves from bemories, refuse to see the uncomfortable questions and workers, unscrupulous profiteers. parents, perverse teachers and youth workers, lazy social moneters, 'subnormal' or deprived abuse in Britain It is still possible to Mouth suicides

content or happy within the environment constructed 'for' culture likes or respects children are children are statements are true or not, they do not necessarily mean that our Whether you think these

In the less fees poors 23 years people have been killed and 100 nuffered empetations with one government pouts training schemes, Questin McDermett looks at the sheeting case of the cheep labour

Youth SOUTH AFRICA Youths challenge white tarms of the standard o organise ... We are building the future now! "We have a funeral every weekend" Pupils say one school for all against Kwandebra youth alone Leave the Attendance in 86  $\frac{3}{2}$ 

Impressive discipline and organizational exills. Kany children cannot return home because they are police targets and must effectively live Port Alired they run street committees which replace the raciset municipal organisation. Then funerals take place it is they who run about to ensure maximum attractor. killed. Today in South Africa they organize boycotts of schools, of white businesses. In Soveto, their protest egainst the teaching of Afrikanas in their schools, erupted into mass protest against apartheid and under ground. maximum attendance. They display thousands of children were Children in South Africa are

the anti-apartheid movement, not because they are accidental victims of widespread police and detained, tortured and murdered because they are at the centre of



world over, are involved in collective and individual acts of reststance, and struggles for change. They are not merely victims who suffer passively, but people who rebel, subvert end negotiate e space for themselves within their social positions as struggies. in campaigns conserning their own particular lemmes and in relationships with individual edults. children. They are participante in many national liberation Children, young people, the

opposition to colonialism, dot will find children involved, from en sarly age. In the Spanish Clvil Var they were active end under Frence's regime the liegal age of torture wee id. In Micaragua, the majority of those killed in the Where ever you find movements for national liberation, carriers, decoys and ammunitions fight to tupple the Samoze dictatorehip were under 20, in Algeria they were nessage



In Ugenda, Eritrea, Guatemale and countless other places you will find them actively involved. In Chile last year a sit in by 500 school girls (aged upward from 8 years old) to proteet against Pinochet, the dictator, resulted in ther mass arrest, detainment and sexual harassment







## protest riot Children in Santiago

Mundreds of exhackpludgen harder since at root pooleg and it barrers of harmen per-rel to the Orcest of Scalings, and demonstrators to incer the harder x yes of a tech-crit treder root so of a tech-ture of T pragarent From Metcelm Cood to Santinge

should give way, that adults have their presence as though they didn't exist or didn't have feelings. Often there are signs In snope excluding school
children and they are generally
barred from places where alcohol
is sold. It is an unspoken
assumption that children can be ignored end overruled, that they possible to see children being threatened, slapped, inculted, dragged along, pushed resisting into pushchafrs, handled like cute dolle of talked about in Any day of the week it is priority.

interactions between adults, to those between children and adults. Adults telk with each other, in ways which usually taken seriously, waif taken seriously, An adult talking with a child is more likely a petronising or authoriterian tone. Children in the presence of sdutts can be ignored, told to stop interfering. Children who talk back or just want to engage on an equal level are cheeky, rude, disobedient. talking at or down to beribin. and their voice will often assume It is useful to compare the





many things are seriously wrong with children's lives today. We all have our tirst encounter with the world as children yet, for so many adults their childhood If you believe as 1 do, that it is the experience of childhood which shape and limit an individual in decisive ways, then complexity of realing and experience is reduced to par physec. The first sive years in experience is vague and picement, summed up by general statements such as a happy or deprived childhood, as though the experience could be phrases. The first five years all but lost to memory: a lew fragments remain, elusive and categorised and pur sway. The stadowy like drains.



objections and opinions of childsen, or to which are reflected in language, images, in toys and entertainment - they will find a joyful', but rife with humiliations, lack of recognition and the auppression of creative and sensual drives. If adults were their very telling silences, might they not actually happens to children rather than what is said about them: the way they are that they be ohedient, good, manageable, childhood which is neither 'carefree' nor treated without respect, the expectations If adults are willing to look at what the degrading stereotypes of children find echoes of their own lost years? willing to listen to the criticisms.



dependent on adults and have integrated child-like. It it so often the only path to And for children, it is perhaps more difficult to question the edifice of childhood; as children, we are painfully the values of heing good, ohedient and approval and survival.

blind us, if adults are attentive to both the deviancy, children are sometimes subjected delinquency, hyper-activity, naughtinest, to 'treatment' and punishment for these child within them and to the voices of disorderi. These renamings need not But resistance does occur sn small, invisible ways and often collectively, visibly, Such resittances are senamed children everywhere.

## ¥ GIRLS AND BOYS

enormously amongst cultures and races, in addition to economic systems, family structures and so on. In the west, expectations of what a girl and a boy 'should' be are distinguished according to society. All cultures create distinctions between girls and boys, in addition to the purely biological. Thue they have The degree and importance of gender-bessed differences varies This pamphlet is addressing the experience of childhood, shared by both eexes in western the prevailing notions of femininity and masculinity. different and shared experiences

girle, by limiting the scope of their activities and potential and escouraging them to behave in 'feminias' ways which undermine their celf confidence. Boys are should repress feelings of burt, fear and tenderness and despise behaviour which is identified as aggreealve, and to pursue mesculine' interests. They probles of sexual stereotyping. particularly how it affects feminine. incited to be competitive, Feminiem has addressed the





## PEARS SOAP



"I youn it taken a few more yours before they find out they're the weaker sen!"

Girls are

conditioned to fail

at maths

will take up as adults in a male dominated society. the future positions children between girls and boys are adversely affected. Sexual Not only do individual boys and girls suffer from these pressures, but relationships

underetanding of the common oppreselon which girls and hoys suffer, anti-extet approaches can be seriously flaved. out of the roles prescribed for them. The danger, which is true of all approaches, if they become, pedagogical, is that they will differentiation is crucial and positive, when it has an enabling effect i.e. by encuraging children to obsilence and step perpetuate adult needs to mould children. Thus, without a general Thue an awareness of gender

# REBEL WITH A CAUSE

pubarty really explain the violance and self-destructiveness which are associated with ontained until teenagers are mature enough' to handle it Teenage reballion is accepted by most people as natural and and 21 for beterosexual relations appropriately. The age of consent sexuality is a danger to be disatisfactions. Teanage se a time when new sexual desires confueione, intense feelings and and potency contribute to Adolescence is seen

dependencies and constraints, of s legitimate desire to be free from adult control? The which sees different age groups
in an antagonistic relationship.
is an exposeshie that the
rebellion of youth is a
reflection of imposed hecome more intense as children grow older. The minor priviledges and freedoms which they acquire order to assume its own identity reject the older generation in for the limitations, lack of contradictions of childhood ie, of necessity, conflictual. promotes a view of society which idea that youth must

compulsory means that, outside it their le no provision for young people. Were they free to chennel and utilize their own energies and ideas, this would have positive and creative choice and aconomic dependency.
If society ware to accept that
school is not everyone's cup of
tea, that fasily life is often
antagonistic, that parents and children often do not get along then new possibilities could emerge. The fact that school is consequences for everyone.

plan for young elite Technology school

Fut it this way. When you go to secondary school, right? you all start off like eastle . . . put into little groups and all that bullship on your first day, and there's all this military type basis in school. And they shit the living daylights out of you your first time there.

to hate freely and with impunity clear-cut everny whom they are permitted cause may be a result of the fact that from early childhood becomes reintersi beginning!) to die for someone elsess one another in wars and (just as life is Adole ecents "heroic willingness to fight from their parents if they are given a during puberty the worded-off hatred fled. Adolescents can divert this hahed

# イベーンでいる

A. Miller

generations' is not inevitable it is a reflection of grossly unequal relationships between these are perpetuated they will only result in sore violence and Intergenerational conflict. unnecessary dependencies. If adults and children, of The 'battle of the inevitable:

It is necessary to look at how social/ economic/ political/ environmental changes can appower children and relieve adulte of onerous responsibilities. While this is not on the purpose of this pamphlet, we can look at how children themselves are stuggling, contesting and what constitute some of their demands for change.

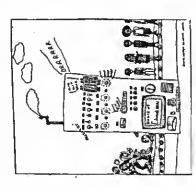


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# DISCIPLINE AND PUNISH

troutine, to physical restreint, the ability to take orders, the development of 'correct' thinking processes, the suppression of criticism and curiocity, The content of school curriculums is far from soutral or objective and conveys, in general, values which reflect and seek to maintain the which takes place in schools is, unfortunately, just that, Young people cquire the attributes and exills accessing for the work place; scollmitization to The 'preparation for life' status quo.



## Boy hit by teacher awarded £700

## Caning in schools

year's grace By De-1d Benche,

gets a

Voluntanter Corospondont Cealer is to contant in ritein's schoolt for nombe ne while heed teachers decid

Student councils in secondary schools are in fact supervised by adults, and promote a kied of shan democracy, not unlike that which exists in government. These councils have no significant any in the running of the school, because this would be unacceptable to the sdults is charge. Parents are consulted, if minimally, and elset the adults is aducational boards, yet those who see most intimately concerned. the students, have no real voice,

etill prevelat. (Sweden has, eince 1979, outlawed all forme of corporal pustahment, in homes as well as in schoole). In addition, students can be subject to therapeutic' treatments from detentions, euspensions, withdrawal of priviledges are commonplace. Corporal pusichment is still legal in this country; the sadistic belief that asseult results in good behavior, that violence will ourb violence, is who rebel in different ways sta subject to sanctions and punishments. Extra homework. psychologista or psychiatrists. When they are thought to be maladjusted or suffering from no power, Students who dos't conform, some form of psychic disorder.

unmanageable or truant can be expelled. If so other school will accept them end their parents receptive to childrens' problems without categorizing them, Mever adjust to the situation', not to obange it. Students who are repeatedly disruptive, violent, cannot cope, then alternative institutions will absorb them: bortable, children's homes foster placements, psychistric the less, treatment is usually intended to help the student Of course, a sympathetic specialist or tescher can be

Shows Both

# \* WHAT'S IN A THEORY?

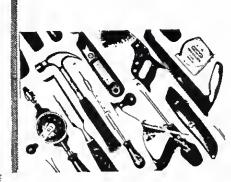


When I began writing this pamplet, I assumed that the ideal starting point for each reader would be their own experience of childcod. This has been my own starting point. I have no desire to impose my own 'theory of childbood' on individual generalisations, we may reject them out of a legitimate feer of being 'slotted into' a framework. that our individual experience
will be denied validity. Since
this is one of the common
experiences of childhood, it
would be rather ironic if i were experience. When faced with



to construct single correct version of weekern childhood. Bach of us have usique experience distinguished by gender, race, clase, sbility, culture, family, esxual orientation and so much more. These are the other components of

identify and experience which identify and experience which identify and experience which identify and experience the following eactions the 'tool box'. In the hope that it will be both vereatile and usable, The tools are the elements which comprise the overall portrait of childhood. These elements can naver be pieced together into coherent and tidy whole because reality is not like that ift varies from moment to moment. and economic means, as well as by adult chauviniem. It should be possible to seek out common ground, hased on a recognition of a system of childhood, which not meant to deny the existence is maintained by legal, social of difference



# **Adult-Child**

PAULS GOSPEL

be childleh i, e. undesiresbie. The clean adult is responsible, controlled, controlled, mature, aware of others. They are providers, carare, brandwinners. when a person becomes a adult, they must "put away childleh things" as did Saint Paul when he "became a men". Oradusting into adulthood implies, on the one bend, the assumption of a est of the other, a rejaction of behaviour and desiras thought to charactarietics which are not Children, on the other hand, are maaifeetad in childhood and, oa nesociated with a very different image; they are saifish, irrational, irresponeible, Thay possass experience sad mmatura, depeadant and needy. oresight. They are independent. it is commososiy held that

these values with them throughout life, they do not put away childish things agressivity and violence .... They carry major values that mitigate against youth .... Mbuti children have learned the By the time they enter adolescence and

unimportant, triffing end naive.
The only positive quality listed
was trusting i.e. being without
suspicion. Skill and intelligence
ara referred to as exceptional Roget's theesurus cites the

intianes 3 axpressions like urchin brat, little bugger, epoiled, holy terror 4 leavant backward, cailow, craduloue, unsophisticeted, simple-minded, following synonyms (words with a similar mesning) for infant, child, youth etc.: ignorant, references to giris: nymphet, virgin, place, hoyden 5)cutesy words like darling, cherub. following associations: 1) young eg. chiid prodigy, gifted chiid. The word youngster had the incomplete, dafective, senile.



show love of children icohi throws a party to

humilisting and insuiting, not only for adults: children also refer to those younger than themselves as "only babies", "just kids". And it is not only verbally that children are childish", "don't treat me like a child", "how juvesile", "why don't you grow up" etc. To be called childish or adolescent is Perhaps dictionary references wouldn't be an eightfleant if every-day language didn't be so transitrm them: "don't be so can we see children portrayed se strong, resourceful, cariag or advertieing continually project images of children se cute playthings, not to be takan earicusly. Political parties, of sil colours, exploit the so called masde of children whom the sil colours. intelligent? t.v. biliboards, flim, they portray as wask, helpless and in ased of their portrayed as lacking and insignificant. Visual madis and edvertising, nawepapere. interveation. Just look arouad: Vbere

## FORCE FED

model of the child or adult whose drive be lazy and apathetic. This is, in fact, the not 'forced ro', they would learn nothing, Many people believe that if children were they need no stimulation. than stimulated, by school and/or their and curiosity have been crushed, rather pends time with a young child, knows some environment Anyone who is or What exactly do we mean by learning?

they can reproduce facts and ideas which adults agenda. They have no choice but to obey the teacher and compete with other may disagree, in the classroom they must may not interest themand with which they study. Tests and exams assess how well no say about what, when or how they go, since it is compulsory, and practically thinlong themselves. be. They can be given access to debate and learning? No one can be students. How can this situation foster real supportive atmosphere. They will do the information and provided with a taught how to think', or indeed needs to But in school children must follow the

## TEACH YOURSELF



were able to achieve this in as little as 2-3 decided to pass O or A level requirements bad not done any formal lessons and be forced to learn. There, children who discreditted the belief that children must early 20th centuries have consistently England since 1923), of the late 19th and such as Summerbill (established in The numerous experimental schools



to needed information. when this became necessary to gain access but had developed a whole range of skills and aesthetic, learned to read quickly including the musical, mechanical, artistic Those who had not yet learned to read,

chairperson is normally a student; they range in age from \$-16. Practical decisions competition, but the experience of selfdecided upon. are aired and if necessary, punishments are are taken, rules established, disagreements teachers. Each person has one vote and the General Assembly of students and Summerbill, the school is run by a weekly government and responsibility. At choice of activitystudy and the absence of alternative schools, is not only the free What distinguishes many of these

participation in one's community, in the than waiting for adulthood to be responsible, they are doing it now. It is coercion and submission to other people i others and for one's own worth, not fosters respect for collective decisions, for decisions which affect one's life which rules for your own good. This is bardly running wild. Rather

by JUDITH JUDD, Educated CHILDEDi or speaks to CHILDEDi or speaks part for a speak of colors of schools the primary Violence hits

## » school

do well in school, do very Many of those who don't well in life Keith Joseph.

achoning has extended to the eatire population, for eminimum of 10-11 years, in most western ocunties. School is the place where childhood is passed a child over five years of age is a school-child, a student, h public School enter these two identities that those who don't attend, he for instance and syryey children, are seen as abstrations. What place can there as for them outside school? There is a disturbing feeling that such control, that their their time is not being suitably organized for than, and they might turn out School is the place where young people epend the hulk of their time. It is the primary inestitution of childhood. But it is only in this century that

Such attitudes reflect the acceptance of children's marginalization in echoid, he help necessary and insvitable. Yet it has not hese so very long since it was commonplace to see children in public places engaged in a variety of ectivities.

a very efficient way of monitoring band directing young people's snergy and helevitor. They spend long periode eated at desks, their attention focused on a single adult, unable to communicate with each other. They must nek permission even to pee. Bella dictite their movements, even their moments of 'liberty' are ordered precisely. Rank and As I said earlier, schools are grade predominate: sitting to rows, divided by age, classified by intelligence and contabil being assessed by tests, exams and report carde.

active'.

of schooling iteals. Pre-school children have tremendous smounts of enthusiesm, learn a taggering amount, and hoquire many skille. For them, the acquisition of hasice like reading, writing and arithmatic should be neither problematic nor lengths; given the motivation, And yet, it often is problematic, and absurdly time perchalogically as well as economically, that it seems imposeible to address the problem

## Too Much Pressure

Dear LOOT.

1 while to see here right you are Mr Femous. Too I while to see here right you are Mr I know of the excellent many presents on a fall. I know of the excellent many to gather and fance huntan. I to died the see somewhere related were forced to a rest to choose the extent who led force it and every fall it has the option to leave at It, things would improve it as

currantly there are Canter from many quarters for more discipline and rigor. There is a fealing that the ance mones upent, the better aducation will become. Where the system falls, it must he adjusted, improved til must more problems are identified there are chidren with learning dischilities, those who are byperactive, maladjusted, adjusted, adjusted, adjusted, educationally euborrman, and under boildren who intervene around these bround these protein the dischilities who intervene around these protein advantaged. This then is the context in which learning is to take place. Despite enormous public expenditure for education, more and more students are leaving school, harely literate. There have been exings between liberal and traditional approaches, and currently there are calls from

So much has been invested in the idea of school.

The images of child and adult OPPOSITES

are polar opposites. Where children lack, adults possess; where children lack, adults possess; where children are significant. Like all oppositions, one does not exist without the other. The concept of feministy doesn't stead by itself; it immediately conjures up that of masculinity; within it is contained the idea of its

Together they form a whole human being. Yet what of the rupture, the putting away of childish things? How can this be axplained? Quite elmply by ebowing it to be, in part, edeception, but one which is constantly reproduced by a coin! Like nil oppositions, which only make sense together, they suggest a totality, a usity, which in the individual. The child becomes the adult; the adult as the child. So it is with child and adult.

ordering, which mainthing esparation according to age, and edult domination.

The distinctions hatween adults and children are misleading in so far ac they ere ease of self, The pride of place which our culture grants adults and example the alderly who are often tracted like children) is only maintaised by the disfarming that children be constant indicates that children be absence, the invisit he constant indicates that children be absence that children and the constant indicates that children are the absence that children are the absence the indicating of children are the absence the indicating or adults constant that children are the absence the indicatine or which constants and the indicatine the indicatine or with indicatine the absence the indicatine or whether which constants or adults and adults and adults and a substants. This is not to say that it is necessary for adults and children to be physically together for this to the idea of the child had the idea of culture. Neither an i saying that real adults and children are co-terminous with these idens, but the adult that i refer, and these are constantly promoted in our rather they are symbolic reference points which in part raflect, and in part detarmine hebaviour and real experience.

Account of the common place objects and her like it is a first place of the common pla

n



# DON'T FEEL LIKE AN ADULT

adults have told me they don't 'feel like adults' all the time.
At times they experience feelings of helpleseness and humiliation which sower past cohidahood experiences, and are in contradiction to the 'persons' of the in-control adult. This is theresing to me, hecause it suggests the reals of the In conversation, numerous unconscious.

meconsections to the parts of our mental life are normally maccessible to us. We become aware of the existence of sect in unconsectous place via dreams and the emerging into consciousness of desires and motivations witherto inconsectous nears and motivations axistence of this unconsectous means that much of whit we call the pareonality is influenced by experiences and needs of which we are unaware, and which stretch hack to the very heginning of our individual histories. Thus our child experience lives on consections as a set year's cand one last year's cand

You have to respect too many teachers which I don't think is right 'cos it makes them feel high and half the teachers urest you like this snyway. What would you criticise about school - booking back?

Not only does the unconscious obscure the dividing line between the child and the adult selves, but it throws into doubt notions of a fixed identity. The adults who often feel like children or the child, 'mature beyond their the child, 'mature beyond their persons. In our culture, must take up the social position or role of adult (unless age or illness is used to infantilies them) this is nonatheless a limited truth because individual years' are not maindjusted: they are simply demonstating the fluidity of human identity. human subjects asver correspond While it is true that adult the category of adult.

intimate relationship (where adults can baby one another?). Better thus we have on the one hand e social ordering, determined by age, which prescribes fixed places to both adults and experience which adults carry within them, is normally ceasored out, desied, there are points when they are 'allowed' to smarge. Under the influence of alcohol for instance, or is an alcohol for instance, or is an changes depending on the children and, on the other, a sense of self which shifts and Even though the 'child'



## OLD FOR YOUR AGE

people below a certain age must take up a child's position (i.e. they are isgal minors, subject to parental authority, obliged to attend school sto) which is socially inferior, obildren often Vhile it remains the case that



invisible or rejected as unsuitable - as when children care for other children or tolerance for needy adults, or manage on their own. provide understending end aumerous situations strength, eltruism, independence, and ceriag. This can be seen in exhibit 'adult' qualities of course different criteria rendered

are slways winners end loosers. Yar games sacourage the accepteace of killing and

necessary: military

to assess child and adult behaviour; the adult who behaves child(selly is seen as felling, iandequate. 'Childish' serves as undesirable emotions. an incitement to reassume control, to contain the and expectations come into pley

Children who behave older then their years are seen as overly serious, precoolous or daprived of the irresponsibility which is supposed to be the 'right of childhood. Or they can be accused of cheakless, arrogance and put in their place. In this way children are presend into age-appropriate behaviour. Is it not appropriate behaviour. is it not threatening to see children behave in Mays which connote powerfulness, so embedded in our culture is the idea of their

> imitations of the real thing.
> They have a potent ideological content: dolls, irons and dish sets for girls, space iavaders and oil Joss for boys, and racist particular age groupe eg. a puzzle for 2-3 year olds. Childrens literature is also Playing with monopoly money teaches the 'value' of money. Board and quize games etimulate the spirit of competition. There 'gollywog' images in books. Games are rich in cultural messages. children end to children. children are concerned. these are only codified where capacities change with ege, but classified in this way. Imagine or aboddy non-functional are usually of so practical use. individual interests and be absurd. We recognise that 30-35 years of ege". buying a book or record recommended for those Toys have alot to say about Toys are often recommended for That would

> > म्स

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If the gring to school because if it so bring if you stay as home. If at the channel for the national front and a different agent when if they are all of different agent processed spatially you could split up into groups for a factor. don't like dolfs and when I get don't like dolfs halt dryer all I consuling like a dolf's halt dryer all I like doling it taking the hortom off and erting the activated and things has had. ted difference between boys and is that boys are just not soot.

> Instructive and reminiscent of the cribe and 'playpens' in which small children are confined, of the fences surrounding schoolhuman needs. Zoos era justified by their 'educational' value for children. Sasing uprooted animals beginning, that animals objects to be used, to plastic, are favoured toys for children; not to mention living animals who are given as 'pets' Children learn from the very in cages is, indeed, bighly Animale. satisfy

yards, of the barred viadows in borstals and mental institutions Of course, childres oftes wer toys in ways which they were not 'ment to be used'. They subvert the intentions of the makers. Toys are used once and then abandoned or broken. Children can sues out a con. as well as effect, they are seying to children; concern yourself with the trivial, the futils, the firelevant and wait till later anyone. Toys for children, as opposed to toys for just anybody, appear to serve not only ideningical, instructive, eims. arena of childhood activities. In but also to circumscribe the for the real thing.

27

SAOL

Each theory transjetce into corresponding practices and intervantions in real childrens lives. These are besed on securations and capabilities, darived from the theoretical material. The from the theoretical material. The writings of Jean Plaget, a child psychologist, have been adapted for use in burseries and deyeare contrac. He is also teught in degree programmes for childcare workers. His ideas, for ex. on childrens intellectual development are used to structure evallets to childen who attend centrac influenced by him. These stand other institutions also provide scallities for more research institutions also provide scallities for consumption in the home, primarily by mothers research into childens. The theories are popularized for consumption in the home, primarily by mothers contractory: what unites them is their treatment of children es objects of study, as creatures

The theories are often contradictory, what unites them is thair treatment of children es objects of study, as creatures who can be known, thus creagorized, thus treated appropriately. They contribute act only to adult views of what constitutes a child, a young person, but also to children's ealf perception. A two year old eagaged in an activity which is not 'developmentally to do it appropriate'. To you young or 'to old she is that, or subtly dissueded from that, or subtly dissueded from the contradictory.



When at echool sex schooline did not touch at all upon prys. There were leaden and looks reliable on social problems. Chap, shortles, seaturepires. VD, but nothing for prys. (Mate, 20).



Then is a just you will exploy'. Do John Gabben demand also harm development mandans (1940), See "Dumeries".



all advice that partains is missing children behaves more or less clearly the rumerang variously clothed needs of the adult.
Fulfillment of these needs not only discourages the child's development but actually prevents it. This also holds the when the adult is honestly convinced of acting in the child's best interests.

A. Miller



Teanagers are barred from seaing adult movies because they contain sex. and cennot legally have hereroescual relationships before 16, yet many are taught sex education which comes from the experts i.e. sexologists and talks about them. The seemingly neutral terrain of science dea disguise, not only bise, but also moral attitudes, expecially prevalent in the sexolal areas.

You may now say " But children that dealt are dealtites which are valued in children". Both these valued in children". Both these identifable differances are the identifable differances are the pritical dependency of habies who alone could not eurotye, the physical trensformations of physical trensformations of axpariance in many areses. Wet even these differences are by no mans absolute. They are critically affected by the callufament and assume varying significance.

I have known bahise capable of I have known bahise capable of

entertaining themselves for long pariods and those who could not be elone at all, without anxiety. Amongst some African nomedic tribes children wask at y mostbe old while in the wask the 'norm' is one year or more. In Begota, Columbia thousands of children. Gurvive in groupe without adults, while in the west even als year old is not lagally entitled to live independently, outside of the family or state institutione. Clearly difference are for life, be it hased on age.

talative and difference is a fact of life, be it hased on age.

of life, be it hased on age.

geader. class. race or whatever.

The critical question is bow are certain differences used to construct and rationalise sociel insquality. It is not evident to me that differences in size and experience justify children e arperiance justify children e



The positive qualitites, which children alledgedly possess include spontaneity, blundance of energy, physicality, lack of salf-conscitousness, being forgiving and open



Ξ

## Monday 2+" July 1972

nummys gane to Cambridge. Jonic miss her. Another kiring day, Felk libe a real mother. Fiel nervous of mummy. <u>Kate's Dlany</u>.

The state of the s

Yet many children, even et en early age, ere repressed, inhibited and wary, and in prectice adults often don't appreciate the positive qualities. They say children are noisy, too boisteneus and pose extward questions. Wonsthelses, why is this eat of characteristics een as incompatible with adulthood? Why are they threatening?

Why are they thresteaning to way are they thresteaning the strengths and attributes of each successive period of lite. For tham, putting away childish things would be anti-social, as though would be anti-social, as devalued end comet saids. The adderly in western sociaty ere treated similarly to children: patronised, marginalised in 'hose.' eeen as intellectually deviciant end burdancome, thair feelings and opinions act to be taken seriously. Their skills, appartance and knowledge of the past afford them or livings.

By putting into question the categories eduit and child we would open up new possibilities for each of us. If we accept that human cherecteristics cannot he ordered vie age and that human identity is far more fluid and variable then the categories admit, we need to look at what maintains the social ordering of age. Difference need neither be denied or used as prop for inequality.

disabled, or considerably slower, shorter, less strong than this average', experience, to varying mele). Those who are siderly, Our physical savironment is constructed, by and large, to access and usage. meet the needs of the 'average' problems of mobility.

in the etreet, unaccompanied, and dengerous for older ones who often have no other place to play and congregate. We of buses and underground is restrictive because of the size of steps, the height of ticket counters, and the crush of crowds in rush of us live, are dominated by Children, and particularly small children experience all of traffic which makes it impossible for young children to go outside Urban centres, where most

If there is no garden where a small child lives, then she/he is a prisoner inside, unless an adult takes her/him out. It is to depend unduly on adults, in order to get around, not some inherent attribute of children to organised which forces children the way transport and cities are

MADE TO WHOSE MEASURE?



for pre-adolescent children. Were children parmitted or able to get around in public, they would find the counter heights of most service points a problem: in post offices, bars, banks, self—service restaurants, supermarkets. Or when purchasing goods, many would be out of reach. Toilets and sinks in public places are adult size. cinsmas and theatres, no problems are nuserous i I

provision is made for those whose vision is blocked by those of 'average' height.

At home the problems continue.
In the kitchen the counters,

tollets and sinks are problematic as is the height of light switches, window latches and most shelving, Furnishings, especially tables and chairs, are extremally frustrating. Both at home and in public, little if any provision is made for small discouraging. Even where they are parmitted to cook, stending on chairs is precarlous and inadequate As well, baths. interested in cooking this is cupboards, stove and fridge are all too tall. For children

Size is also a factor in the use of tools and implements.
These again are designed for use by 'Ms/Mr Average'. They include kitchen utensils and pote, flimey, insffectual and not beevy for a child who is under 10 years of age. The hammers and other household appliances, tools for all manual skills, for gardening, for bicycle repairs and so on. It impossible to find a bammer which s the correct size and weight made for children are

were never meant for 'practical use'. If a hamser is so hard to use'. If an anything more complex is in the realm of the with violing which can be purchased as small se 1/16 of the normal' size. But then of impossible, unless of course, adults decide that children need a certain item. This is the case course, it also takes monsy to Clearly, like most toys, they

to them both " gained me this money for I wrote verses parents she wrote "It was my wit that After receiving money from both of her

Elizabeth Wynnos Diary 1791

## ★ 人名大田十分一人名人: TALKING ABOUT CHILDREN

They open and class you,

And they act like they know you

They're friends and they're foes too"

Joni Mitchell

They don't know you

has no voice. Looking at the subject catalogue in a library reveals the magnitude of this speaking about. Experts in a variety of fields have developed psychoanalysis, criminology, linguistics, sociology and so on. The production of these treatises began in the last 300 years and increased dramatically in this century. Previously, writings about children concerned religous and moral instuction, advice on discipline and the appropriate parents/teachers and children. For relationablp between theories: psychology, pediatrics, sducation, psychiatry, has the quality of speaking about someone who is not there, or There's a lot which is said written about children. It

forbidden, and (5) accept the rules made (1) willingly do as they are hold , (2) willingly refrain from doing what is parents. Obedience requires children to that they must submit to the will of their awareness, it is essential to demonstrate to them by word and dead Just as soon as children develop

J. Sulzer

still being produced. Their approach varies from the overtly disciplination to the subtly manipulative, but the intent is similar; to mould children in a Such manuals are of course desired imege.

And wondered mounted to be a fairly to be fairly hold year. It is her har the decreaming reverse training to be a fairly and a fairly to be a fairly and at the and a fairly and a fairly

The manipulative akills of 4- and 5-year-olds need toys that attendate their coordination and mental abilities.

about children which can be known, but they also establish these 'truths' as standards, as and deviancy, disorder and the exceptional. Not only do they suggest that there are truths observs, describe, dissect, to uncover processes of development, of interaction with the The effect of the theories is rather different. They propose to talk about what a child is: to signposts of desirable developed concepts of abnormality savironment. They have also

scientific approach claims, these inquisitions are prescriptive and value-full. langine how novel it would be to read and hear children's thoughts and opinione not only about themselves, but behaviour.

The methods employed by researchers include for ex.: observation of children through one-way mirrors, without their continue their continue than in knowledge, or engaging them in conversations, experiments, and activities froe which 'knowledge' can be gleaned. How many consider the ethics of their methodology? Far from being neutral and objective, as the researchers question current assumptions about children? Or

Despite the fact that women's role in child cere is manifactly role in child cere is manifactly role in the way in the mother work little and in the presenter to to children way in children's women raise obtaint children's women raise obtaint children's women continue of the primary social controllers of children during controllers of children during power and for many the only eiter prints are powerful and can mothers are powerful and can inflict pain, humiliation and inflict pain, humiliation and single deand behaviour and atrable where

particularily those who are particularily those particularily are working class. Disck leshing are project another will be taken afraid their children will be taken areal their children. on the other hand the land the landstatione of this power on the seen, when mothers fly in the seen, when mothers fly in the seen, when tho much freedom, or children too much freedom, or that side in disputes with unorthodox.



Ve can also qualify the extent of mothers power with an awareness of women's oppression swareness of women's oppression in patriarchal scotaty, but this in patriarchal scotaty, but this cannot be used to invalidate cannot be sexparience. Women and children are not inseperable; children are not inseperable; children are not inseperable; children were not alcoparate can be that needs and desires can be that a were to deamnd and gain children were to deamnd and gain children of the burdens of motherhood many of the burdens of motherhood acclusive nature of mother children of motherhood acclusive nature of mother children children. over children



Grocer kills three boyssuspected of stealing

A many control of the control of the



上出れのと

Having money is necessary in order to participate in most social activities. Going to restaurate, movies, musical events and many aporting facilities all require cash, not to mention paying for transportation. For young people who can get ahout hy themselves, thair options are severely familial and hy lack of money. Teenagers congregate in shopping malls, on street corners and arcades because these are their

Stores which prohibit access
to chidre or limit their may be a presentably because children have a raputation as shopliffers. This first tarprising, given their limited access to momen, as well, the desirability of material soods is incessatly promoted by possessions holds out the possessions holds out the and success. Of happines, status and success. But, the fact is, all des groups shopliff; only that were a hill of rights in this country, such highery could be legally contested, providing of course, that age were included as a category of discimination.

Although it is just such impediments which prevent children from doing a variety of thags for themselves, from health more independent, this is not how it is understood. Reality is incapable and unstilled. Then the assumption is realised eince, health independence, children hecome incapable and west constantly to acquire skills and protrunky to acquire skills and most constantly things pools and west constantly things and most constantly things done incapable and most constantly things. things done, when they need money.

The marvelloue potential to abeorh information and master akille which young people axhibit is waster. Adulte get irritated, feel trapped and burdened by demands. Children develop ways to get what they want: whining, cajoling. crying, manipulating, etc. The is the insvitable lot of those world is mediated by another.

# \* Authority and Control

PARENT POWER

The word 'esthority' mey well have its origins in procreation. It derives from the word "author which means, amongst other things, the person who suthorises or gives existence to anythings, "she/he who suthorises or instigates, "one who bagets, a father or ancestor (Oxford English Dictionary). From this we can see that authority meaning the power to enforce obsdience, the right to command, delegated power", reposes in persons who act, initiate, procreate.

act, initiate, procreate.

So it is that the pareat-child relationship is one of the few, if only, areas where authority is still considered to be 'natural' and not contractual, To give life to a new humen being also confers considerable power over them.

This is confirmed, both legally and socially, as being just and proper, Children are effectively their parent's possessions until their parent's possessions until their parent's possessions until

The potential power of parents includes: determining where children live, what they eat. what they eat. what they eat. what they was their general appearance, children go outside of echools, where children go outside of echool. They can punish physically, verbally, by withdrawal of privileges, or confinament in befrooms. They determine pocket money. usually as a favour, and can control moneys which children earn or inherit. They can infriage on children, sprivacy, prohibit friendships and sexual



Brazilians held over baby-ssle plot



They cas prevent children living electhers and get the police to briag them back, if they run away. They can label children as delinquents or problem children and force psychiatric or therapeutic eolutions, or confinement in children's "homes". They can't cops foster out when they can't cops and take children back when thay feel ready, even after years of sheares.

When a runaway child goes to m sympothetic adult, that adult can be charged with kidnappiag. Children who run away from home and refuse the punitive and refuse to filldren a homes alternative of children a homes are forced to live on the streets, where they can be victimised by an array of other exploitative adults. Many of these children end up addicted to druge or dead, yet it is fliggal for them to seek out somens they truet.

necessity force - projection

P-c grabbed and kicked me says box

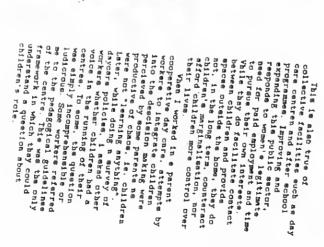


ALTERNATIVESP

Hone of which addresees the question of why woman are overwhelmingly responsible for usually organised to produce absent fathers (either at work or the ideal home life is the nuclear family. Obviously, i do these issues here.

vomen's of the demends of the to become more martive in children in order to equalize in the imbalance, and to place men role for fathers has been for the distant authority figure, the control of household, exercising children. But, creating a new analagous to mothershap does not fathershap children, but, creating a new analagous to mothershap does not within families or children to etatte of children teating or challenge the children or challenge the children or challenge the children.

Mother 'took blows aimed at baby'



## 22

# \* MOTHERHOOD

In a chort opece, it's not passible to give motherhood e thorough examination, or to be particularly fair to mothers. But a pemphlet about childrens's ppresent a beloed childrens's oppresent a beleaced visw, Vere a debate between adults and chldren to occur, it is, as usuel, the adult voices which would predominate

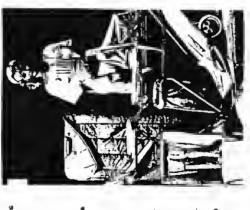
Vomen are without question the primary carers of children in our this reachests that brunt of this resources and assistance and large the resources and assistance of good what is expected of good what is expected of good protects write historically, culturally and between social classes. Since world war 2 there has been a proliferation of books on child development, psychology and care which cite the mother's majority of this literature has majority of this literature has been written by male "experts", who describe childres and identify their 'neede', elong with the role of aurhers. Nothers are expected to respond to their child's every need be it exclosed.

They are, in chort, entructed with their childs 'normal' devalopment and euffer enormal' guilt for any lapses or failures. The more acady and depandant the child, the more is expected from motherhod expands. It is mostherhod expands. It is mother healthy' for a mother and child to have a virtually exclusive relationship during the child's early years,

Clearly, the greeter children's autonomy, the lees work for mothers. This can be witnessed where children have relationships with other edults, who ere also 'responsible' for them, or where children have access to eafe outdoor spaces. In societies where children work end quickly become co-workers of mothers and fathers it is only recently, in the west, that mothering has been concleved as full time job.



# Endless mothering



Previously, other sociel teaks for women, such es farming, peid amployment, cooking and sawing, to name a few occupied the bulk of her time. Children participated at thair or later were occupied at some employment. None of which is meant to recomend a life of perpetual work, but to point out how varied can be the coatant of mucharing.

# STATE INTERVENTION

parental authority is also transferable to gazdéane, teachers. And in the case of and the taken and their agaze, eg. social workers. Although it is in esnee true that the welfare etart weakene parental authority, it can also be seen as an extension of it. The stare intervene when parental authority is seen to break down or be indequate, or when parental cars is thought to be locking. Thus welfare or institutions provide continuity authority. Since cars is perceived as 'knowing what is best for children or' acting is their best interset, it is not incompatible with authority.

Furthermore, state systematic and total y more systematic and total. The laveland of survellance, is childress those far exceed those possible within the family. Children who are placed in homes because of parental violance or neglect, are in effect punished for their own victimisation. Victims of sexual abuse by fathers, usually girls, are regularily removed from their homes and placed in institutions.

## ADOPTIVE PARENT WANTED FOR JOHN

the set on projecting There is all above the set of memorally specified There are all the set of th

frequest to end short, sharp shock regimes

## Putting young offenders away 'increases crime'

"Pasental discipling in the gottoney to Landwicklet." - Spec T. Agnes

## OBEDIENCE

Obedience is the flip side of authority, its complement.
Obedience is what is expected from children. In no other later-human relationship is this seemption so uncontacted. The good child means the complant and obliging one. Thus, virtue for children is linked to obedience rather than active complants and unliften a linked to obedience rather than active complete such as initiative or complete.

compassion.
This sarly training continues to be of relevance in later years, and may explain why adultathemselven of multilude of authority figure. Obselvent in the figure. Obselvent is not an act to be shrugsed of, but a state of maind. It serves to invalidate individual desires and opinions, and to generate guilt. As well it arouses the fear that we might loose the love and approvel of those we love and on whom we depend. As children we internalise the values

figuree and these remain with us. West adults espain of the "need for diecipline" thair voices often eeem to be coming from somewhere also. When seved why diecipline is so necessary they diecipline is so necessary they diecipline is so necessary they children would run wild" or "they meet respect thair alders".

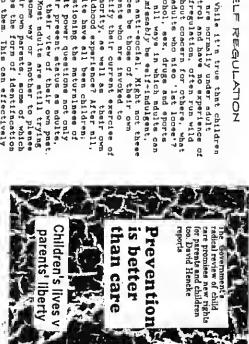
"Han adult has not developed a mind of his own, then he will find himself at the mercy of the outhorities for better or worse, just as an infant finds itself at the mercy of its parents. Saging not those more powerful will always scentic threatening to him."

## SELT REGULATION

DANGEROUS DESIRES

phrents who hre invoked to justify their current exercise of authority, as well as their own childhood experience? After hill, adulte have all been children; questioning the naturalness of ealfregulation, often run wild without coacern for others, what of adults who niso 'lst loose'? Alcobol, sex, drugs and sports are nil ways in which ndults can even anti-eccial, Right not these voices be those of their own who are normally under adult control and have no experience of their present status as ndults, their present status as ndults, but their view of their own past. Nost adults are still trying permissably be esli-indulgent,

in some way or another to please their own parents, some of which takes the form of identification edlence forever, the legitimate voice of the chid within them. It would appear that adults themsives are still afraid of with them. This can effectively





that the condition of children as property and the power of adults etand out in stark realed. To treat another adult this way would be a criminal offence. It is in public that the privatised anture of children's lives is accommonded. They have no public identity since they are either identity since they are either directly under an adult's control, or nesumed to be temporarily removed from it, eg. echool children at lunch time. The family, the school, the playsround, the youth cibit these are the places where children or dragged along in public. No one intervenee. Such assault ie legal, so long as it is "within reason". It is in such situations A child is being bit. insulted

The family is meant to be a kind of sanctury from the world, yet the etatistics on violence within the family tell n

Dia House sea Same channelled until the 'appropriate' time. ( talk as though teens childen's desire, be it for other children, or for edults. It is permisenble to talk nbout sex with young children, when it concerns unwanted sex, from 'predatory' adults, and 'disturbing, when they menifes' for instance, a child can may no to their inther or family friend Nor does it raise the issue of Sexuality is perceived as dangerous for children, it particularly threatenings force to be contained and interest in or curiosity about it. The sexuality of teensgers are or are seem to be at risk but not to discuss their desires abuse, encourages them to say no to unwanted touching etc from iden, it doesn' encone why children to help children ik as though teenagers need protected from their own The Paris technique, Vhile in itself a t explore the Often adults combat don't in appeal to Lords in the VOLU

The reasons for this are many, but castrain to this process, was a concept of the child which had been developing amonet the middle and upper classes for some time. Children were innocent, vulnerable and essint cash the corruptible, so they assed to be corruptible, so they assed to be corruptible, so they assed to to train they were old eacugh to to resist its tempetatose. They were its alltis angels in the house", a diversion for world weary

dathers, and certainly had nothing to do with the dirty business of serains manay.

This etereotypical victorian view of childress s hature contrasted absurdly with the reality of working class reality of working class childres, on the streets, in sectories, on the streets, is egriculturel work, in the hornography end promittution industries.

Nevertheless this view provided a rational for the child protection movement and outlined the proper sphere of childhood. Their was no questions of improving working conditions and wages for children. Henceforth, man came to be seen as the principal breadwinners. Children halonged outside the work world: in the home, with women or at school in permanent tutelegs.



## PROTECTION VERSUS BELF RELIANCE

disinterested or without asgative consequences. Sheltering children from the work world has made them totally financially dependent on perents. The daily regime is school reproduces factory discipline. Their bodies, their time and their hadring their confarement to deske, by exams, grades and punishments, and by teacher



THE PARTY OF THE P

jeer Leoni accused

Women

Other fastitutions have arisen to contain those who do not edapt in home or school. With each new outburst of reballion, there is ery for more discipline, more by for more discipline, more brutality sgainst children, which comes to light in the press, which there is a cry for more protection, more investion. Is

protection, more interveation. Is all not time, while keeping in mind the very real vulnerability of children in the current system, to call into question the idea of protection? To sek what has it schleved?

If by protecting children we see making them more dependent and vulnerable to exploitation, then the more dependent when a man vulnerable to exploitation, then the horse but hypocritical. When adults thank of protecting the demost wout there, against the demost would in a lawye against the demost wow the see they the more and its since they the more incompable of realising that a protector can else be an abuser, e person who does not respect a child's integrity or wishes — in short, any adult, be the by person, teacher, stranger or the beat here, teacher, stranger or

youth worker.

Real protection is said
protection. Adults need to work
with children to confront dangers
end problems, to examine what
resources and rights children
need in order to be etronger end
more ladependent, And, adults
need to look at how they henefit
from children's dependency.

Old 'need protection by law like young'



In other areas of life this power can be named: tyrannical, arbitrary, manipulative. Yet we often hear children described as tyrante and manipulators. Is it really possible to beleive that a child, dependent in so many ways on adults can in fact tyrannice them? Children appear to get what they want by manafluelas that eubordinate etetus es by tantume and rehallon. But they wand rehallon. But they usually pay for these 'itctories' by feeling guilty or suffering adult resentuent.

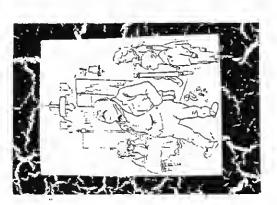


# THE PRICE OF RESPECT

their pain and autifaring, when everything legitimates adult each autority, and they fear the loss of edult love and approved? Children not only tolerate an encumence amount from adults, but often assume the blame for their own victimisation is such a cat of from fealings of rage, and is they may remember the mistreatment, but are incapabile of invoking the fealings.

Thus many adults can

Thus many adults case which were anything but itended which were anything but itend. This doesn't mean that the but feelings have vanished; on the contrary, they surface in the need to control and punish children. In a vala attempt to compansate. Children must respect adults, regardless, because adults, regardless, because children.



# ¥ DEPENDENCY

minor is being less of a person since you are deprived of a variety of rights and freedoms amongst the greater or principal individuals of the kind." Being persons. which are available to major unimportant; not to be reckoned meaning "the lesser of two dascription of children's status All people unde 18 arm legal nors. The term itself is an apt species etc.;

wage laws. Under sixtes you cannot work full time, drive or drink, marry, leave achor. attend certain films or engage in heterosexual relations. The nge of conseat for homosexuality is 21. Lesbianism is not subject to or without parent/guardian; you cannot enter into legal coatracts or vote.You.cannot hold public office or be protected by minimum A minor can be legally You cannot live where you want

pareats can extend, as previously mentioned into a variety of non legal areas like appearance, friendshipe, privacy, daily dascision making and so on. The sum total of these sanctions result in incredibly galling and artificial limitations for minors, particularly techngers, and beavy responsibilities for assaulted by parents, guardians and teachers. The power of adults.

responsible. although they they can be held oriminally responsible at 10, and shoud they fall foul of adulte, they can be subjected to long spells of incarceration is borstels, bose and psychiatric units. Becoming pregnant, being an incest victim or battered child, skipping in theory minore are 'not

of the many reasons why minors are institutionalised. These are beavy prices to pay for one's 'lack of responsibility'. ichool, running away seblanism/homosexuality are some

> rights " Shortly after presentation to the camp by family and friends together from the the child is given a first name decided on treated as a full person with individual moment of raming omward, the child is

.Turnbull on the Mbuti People



# ADULTS AS PROTECTORS

what is best" for young people must be med that young people must be protected is meither universal, nor historically constant. In many third world opountries, where children's labour is essential to femily survival, no one doubte their ability to perform a variety of tasks and to be repossible. In Maples, you can see children as young as 6 working competably as painters, before a perfectly as painters. around on mopeds. mechanics, etc. and sooming

resources and opportunities due to powerty rece or gender? It is common for advits to equite children's independance with deprivation. Replacing autonomny, no matter how relative, with dependancy, is not progressive, but it doss satisfy adult needs to see children as helpless and needy. le there an adult reading this who would deny that they le it their independence and self-reliance which is the 'problem' or their lack of feel gratified every time a child turns to them for help or

The idea that advits "know

protection, or aske for mon permission to do something?

